

Deep Expansion of Multiple Perspectives and Practical Paths in the Reform of Tourism English Teaching

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Abstract: *With the deepening of globalization, the demand for tourism talents with international capabilities in the tourism industry is growing. The reform of tourism English teaching has become crucial for enhancing the quality of tourism talents. This paper delves into the practical paths of tourism English teaching reform from multiple perspectives, including curriculum characteristics and demand analysis, the application of Outcome-Based Education (OBE) philosophy, student-centered and autonomous learning, the transformation of teacher roles, and the application of information technology. By analyzing the latest trends in the tourism industry, learner needs, possibilities for curriculum integration, specific implementation steps of the OBE philosophy, implementation strategies for student-centered teaching methods, the transformation and professional development of teacher roles, and specific applications of information technology, this paper aims to provide comprehensive and in-depth references for the innovation of tourism English teaching. It seeks to construct a more scientific, systematic, and effective tourism English teaching model, laying a solid foundation for cultivating international-minded and competitive tourism talents with foreign language proficiency.*

Keywords: *Tourism English Teaching Reform; Outcome-Based Education (OBE) Philosophy; Blended Learning*

1. Introduction

With the deepening of globalization, tourism has emerged as a significant force driving economic development. As a key course for cultivating tourism talents with international capabilities, the importance of tourism English teaching has become increasingly prominent. However, current tourism English teaching faces issues such as outdated content, monotonous teaching methods, and unreasonable assessment approaches, making it difficult to meet the demands of society for high-quality tourism talents with foreign language proficiency. Therefore, the reform of tourism English teaching is imperative. This paper will explore multiple perspectives and practical paths for the innovation of tourism English teaching from various angles, aiming to provide comprehensive and in-depth references for its reform [1].

2. Background and Significance of Tourism English Teaching Reform

As a globally strategic pillar industry, the internationalization of tourism has raised higher requirements for cross-cultural communication abilities and professional English application skills among its practitioners. With the rise of emerging trends such as sustainable tourism and smart tourism, the demands for talents in the tourism industry have also changed. Sustainable tourism emphasizes environmental protection and social responsibility, requiring practitioners to possess relevant knowledge and skills and communicate in English about environmental protection. For example, tour guides need to introduce ecological protection measures and environmental protection concepts to tourists in English. Additionally, sustainable tourism stresses respect for and protection of local cultures, necessitating cross-cultural communication abilities among practitioners to engage in cultural exchanges and dissemination in English. Smart tourism utilizes information technology to enhance tourism experiences and management efficiency, placing higher demands on practitioners' information technology application skills. They need to use online booking systems, social media marketing, etc., in English for technical communication and customer service. For instance, hotel managers need to

communicate with guests in English online to address their issues and needs. However, current tourism English teaching still suffers from numerous problems, such as outdated content lagging behind industry developments, monotonous teaching methods, and assessment approaches overly focused on language points. These issues hinder students' ability to adapt to real-world work scenarios and meet society's demands for high-quality tourism talents with foreign language proficiency. Therefore, the reform of tourism English teaching has become a crucial measure for enhancing the quality of tourism talents and adapting to societal needs.

3. Multiple Perspectives of Tourism English Teaching Reform

Curriculum Characteristics and Demand Analysis Tourism English, as a branch of English for Specific Purposes (ESP), exhibits distinct practical, professional, and comprehensive characteristics.

3.1 Latest Trends in the Tourism Industry and New Requirements for English Proficiency

3.1.1 Sustainable Tourism

With the global enhancement of environmental protection awareness, sustainable tourism has become a significant direction for tourism development. This requires practitioners to possess relevant knowledge and skills in environmental protection and communicate in English about environmental protection. For example, tour guides need to introduce ecological protection measures and environmental protection concepts to tourists during tours. Additionally, sustainable tourism emphasizes respect for and protection of local cultures, necessitating cross-cultural communication abilities among practitioners to engage in cultural exchanges and dissemination in English.

3.1.2 Smart Tourism

Smart tourism utilizes information technology to enhance tourism experiences and management efficiency. Practitioners need to master information technology application skills, such as using online booking systems and social media marketing, and communicate in English for technical communication and customer service. For instance, hotel managers need to communicate with guests in English online to address their issues and needs [2].

3.2 Detailed Survey of Learner Needs

3.2.1 On-campus Students

On-campus students typically lack practical work experience but possess strong learning abilities and adaptability. They hope to enhance their cross-cultural communication abilities, professional English application skills, and information technology application skills through tourism English learning. Students from different professional backgrounds (e.g., tourism management, foreign language majors) also have varying needs for tourism English. For example, tourism management students are more concerned with enhancing their tourism business knowledge and skills, while foreign language majors are more focused on improving their English language proficiency.

3.2.2 In-service Professionals

In-service professionals usually possess practical work experience but may lack systematic English training. They hope to enhance their competitiveness in the workplace through tourism English learning, such as communicating better with international clients and participating in international projects. Different positions among in-service professionals also have varying needs for tourism English. For example, tour guides require stronger oral expression abilities and cross-cultural communication skills, while hotel managers need stronger written expression abilities and business English skills.

3.3 Possibilities for Integration of Tourism English Courses with Other Related Courses

3.3.1 Cross-Cultural Communication Courses

Cross-cultural communication abilities are crucial qualities for tourism talents with international capabilities. Integrating tourism English courses with cross-cultural communication courses can enhance students' cross-cultural communication awareness and abilities. For example, introducing cross-cultural communication case analyses in tourism English teaching can enable students to

understand communication styles and etiquette norms in different cultural backgrounds. Additionally, role-playing and simulated dialogues can allow students to practice and enhance their cross-cultural communication abilities [3].

3.3.2 Tourism Management Courses

Tourism management courses cover various aspects of the tourism industry, such as hotel management and travel agency operations. Integrating tourism English courses with tourism management courses can enable students to better apply English in practical work scenarios. For example, introducing tourism management case analyses in tourism English teaching can allow students to design solutions and solve problems in English. Additionally, field trips and internships can enable students to understand the operations and management of the tourism industry in practice.

4. Application of Outcome-Based Education (OBE) Philosophy

The OBE (Outcome-Based Education) philosophy emphasizes student-centeredness and learning outcomes orientation. The core of this philosophy lies in clarifying students' learning outcomes and designing teaching systems and assessment approaches based on them. Introducing the OBE philosophy into tourism English teaching means re-evaluating traditional teaching models and designing more practical and targeted teaching contents and methods from students' actual needs and future career developments [4].

4.1 Specific Implementation of the OBE Philosophy in Tourism English Teaching

4.1.1 Goal Setting

Clarify the learning outcomes that students should achieve, such as "being able to conduct tourism reception dialogues fluently" and "being able to accurately introduce the history and cultural background of tourist attractions." These expected learning outcomes not only provide clear directions for students' learning but also specific assessment standards for teachers' teaching. When setting goals, it is essential to fully consider the actual needs of the tourism industry and students' situations to ensure the reasonableness and feasibility of the goals.

4.1.2 Curriculum Design

Reform the teaching contents of tourism English into several relatively independent yet interconnected modules through modular teaching reforms. Each module revolves around a specific learning outcome, such as "tourism reception English" and "tourism attraction introduction English." This modular teaching approach helps students understand their learning goals more clearly and facilitates teachers' adjustments and optimizations based on students' learning progress and feedback. When designing the curriculum, it is also essential to focus on the practicality and interest of the course contents to stimulate students' learning interests and enthusiasm.

4.1.3 Teaching Implementation

Teachers should adopt diversified teaching methods, such as project-based learning, role-playing, and case studies, to arouse students' interest in learning and increase their participation. Additionally, they should focus on cultivating students' oral and comprehensive English application skills through interactive approaches like simulated tourism scenarios and role-playing activities, enabling learners to practice and apply English in contexts that resemble real-world tourism environments. During the implementation of teaching, it is also essential to pay attention to students' learning differences and needs, providing personalized teaching support and guidance.

4.1.4 Assessment and Feedback

Educators should adopt diversified assessment approaches, such as combining written and oral examinations with classroom performance evaluations and unit tests, to comprehensively evaluate students' English proficiency. Furthermore, they must establish a systematic feedback system to promptly identify learners' progress, challenges, and individual needs, thereby offering personalized guidance and support. When conducting assessments and providing feedback, it is equally critical for educators to prioritize assessment fairness and objectivity, employing standardized criteria and transparent processes to ensure the validity and credibility of evaluation outcomes.

4.2 Possibilities for Integration of the OBE Philosophy with Other Educational Philosophies

4.2.1 Constructivism

Constructivism emphasizes students' active construction and meaning generation of knowledge. The integration of the OBE philosophy with constructivism can be reflected in the teaching implementation process, encouraging students to construct knowledge through autonomous exploration and cooperative learning. For example, in project-based learning, students can complete specific project tasks through autonomous exploration and cooperative learning, thereby constructing knowledge and enhancing abilities. Additionally, teachers can guide and inspire students to better understand and master knowledge.

4.2.2 Humanism

Humanism emphasizes students' emotional needs and personality development. The integration of the OBE philosophy with humanism can be reflected in the curriculum design and assessment and feedback processes, focusing on students' emotional needs and personality development. For example, introducing more contents related to students' interests in the curriculum design can stimulate students' learning interests and enthusiasm; providing more encouragement and support in the assessment and feedback process can enhance students' confidence and learning motivation.

4.3 Student-Centered and Autonomous Learning

Students should occupy the principal position in teaching, which is one of the core tenets of modern educational philosophies. In tourism English teaching, it is even more crucial to emphasize students' principal position, stimulating their learning interests and participation through diversified teaching methods, cultivating their autonomous learning abilities, and innovative spirits [5].

4.3.1 Specific Implementation Strategies for Student-Centered Teaching Methods

Flipped Classroom: The flipped classroom is a teaching method that combines traditional classroom teaching with online learning. In tourism English teaching, students can watch teaching videos or read relevant materials in advance through the flipped classroom and then engage in discussions and interactions in class. This teaching method can stimulate students' learning interests and participation, enhancing their autonomous learning abilities and critical thinking abilities. Additionally, the flipped classroom provides students with more learning time and space, allowing them to learn according to their own rhythms and needs [6].

Project-Based Learning: Project-based learning is a teaching method that learns knowledge and skills through completing specific projects. In tourism English teaching, students can complete specific tourism project tasks through project-based learning, such as formulating tourism plans and solving tourist problems. This teaching method can exercise students' practical application abilities and teamwork abilities, cultivating their innovative spirits and practical abilities. Additionally, project-based learning allows students to identify and solve problems in practical operations, enhancing their comprehensive qualities and abilities [7].

4.3.2 Designing Challenging Learning Tasks to Stimulate Students' Autonomous Learning Motivation

Appropriate Task Difficulty: The designed learning tasks should have appropriate difficulty levels, neither too simple nor too complex. Tasks that are too simple cannot stimulate students' autonomous learning motivation, while tasks that are too complex may make students feel frustrated and lose confidence. Therefore, when designing learning tasks, it is essential to fully consider students' actual situations and ability levels to ensure the reasonableness and feasibility of the tasks.

Task Challenge: The designed learning tasks should possess a certain level of challenge, stimulating students' curiosity and thirst for knowledge. For example, students can be asked to design innovative tourism plans or solve complex tourism problems. Such tasks can stimulate students' learning interests and enthusiasm, prompting them to actively explore and learn relevant knowledge.

Task Integration with Practical Applications: The designed learning tasks should be integrated with practical applications, allowing students to see the practical significance and value of learning. For example, students can be asked to simulate tour guides or hotel front desk staff in practical work scenarios for English communication. Such tasks enable students to apply the learned knowledge in practical work, enhancing their practical abilities and employment competitiveness.

4.4 Transformation of Teacher Roles in the Autonomous Learning Mode

In the autonomous learning mode, teachers' roles have undergone significant transformations, shifting from traditional knowledge transmitters to learning guides and supporters.

Learning Guide: Teachers need to guide students in clarifying learning goals, formulating learning plans, and selecting learning resources. Additionally, teachers need to pay attention to students' learning progress and feedback, providing timely guidance and help. In the autonomous learning mode, teachers are no longer knowledge imparters but learning guides and partners for students. They need to stimulate students' learning interests and thinking abilities through questioning, guiding, and discussing, helping them construct their own knowledge systems.

Learning Supporter: Teachers need to provide necessary learning support and services for students, such as answering questions, providing feedback, and organizing discussions. Additionally, teachers need to encourage cooperation and exchanges among students, cultivating their teamwork abilities and innovative spirits. In the autonomous learning mode, teachers need to pay attention to students' individual differences and needs, providing personalized teaching support and guidance. They can offer individual tutoring, group discussions, and online Q&A sessions to provide timely and effective help and support for students.

4.5 Enhancing Teachers' Teaching Abilities in the Autonomous Learning Mode through Teacher Training and Professional Development

Teacher Training: Organize teachers to participate in relevant training and learning activities to enhance their professional qualities and teaching abilities. For example, experts can be invited to give lectures or workshops to allow teachers to understand the latest teaching philosophies and methods; observation and exchange activities can be organized for teachers to learn from other teachers' successful experiences. Through teacher training, teachers can continuously update their teaching philosophies and methods, enhancing their teaching abilities and levels.

Professional Development: Educational institutions should actively encourage teachers to engage in professional development and research activities, aiming to enhance their academic expertise and research competence. For instance, institutions could provide support for teachers to attend academic conferences, publish scholarly papers, and participate in curriculum design or pedagogical innovation initiatives. By providing sustained opportunities for professional growth, teachers can gradually expand their intellectual boundaries and research areas, thereby enhancing their overall academic and research capabilities to ultimately improve teaching quality and student learning outcomes. Through professional development, teachers can continuously broaden their academic horizons and research fields, enhancing their academic levels and research abilities to provide better support and guarantees for teaching.

5. Application of Information Technology

With the rapid development of information technology, its application in the educational field has become increasingly widespread. In tourism English teaching, we should fully utilize modern media technologies and information technology means to enrich teaching resources and innovate teaching methods.

5.1 Virtual Reality (VR) Technology

Utilize VR technology to construct virtual tourism scenarios, allowing students to learn tourism English in an immersive environment. This teaching method not only enhances students' learning interests and enthusiasm but also enables them to gain a deeper understanding of the history and cultural background of tourist attractions. Additionally, VR technology can provide students with a more authentic and vivid language environment, enhancing their English application abilities and cross-cultural communication abilities. For example, students can simulate visiting famous tourist attractions like the Great Wall and the Forbidden City through VR technology and learn relevant English expressions and communication skills during the simulation process [8].

5.2 Artificial Intelligence (AI) Technology

Utilize AI technology for intelligent teaching and assessment. For example, intelligent speech recognition software can be used for oral assessment and feedback; intelligent teaching systems can be used for personalized teaching and guidance. These AI technology applications can enhance teaching efficiency and assessment accuracy while also providing students with a more personalized learning experience and service. For example, intelligent teaching systems can recommend appropriate learning resources and exercise questions for students based on their learning situations and needs, helping them better master tourism English knowledge and skills [9].

5.3 Online Teaching Platforms

Utilize online teaching platforms to achieve remote teaching and interactive learning. Through online teaching platforms, students can learn tourism English anytime and anywhere, enhancing the flexibility and convenience of learning. Additionally, online teaching platforms can provide students with more abundant and diverse learning resources and tools, such as online dictionaries and speech recognition software, to offer strong support for their learning. For example, students can watch teaching videos, participate in online discussions, and submit assignments through online teaching platforms to achieve real-time interactions and exchanges with teachers and classmates [10].

6. Conclusion and Prospects

This paper delves into the practical paths of tourism English teaching reform from multiple perspectives, including curriculum characteristics and demand analysis, the application of the OBE philosophy, student-centered and autonomous learning, the transformation of teacher roles, and the application of information technology. By analyzing the latest trends in the tourism industry, learner needs, possibilities for curriculum integration, specific implementation steps of the OBE philosophy, implementation strategies for student-centered teaching methods, the transformation and professional development of teacher roles, and specific applications of information technology, this paper provides comprehensive and in-depth references for the innovation of tourism English teaching. The research findings indicate that by updating teaching contents, reforming teaching methods and assessment approaches, strengthening teacher team construction, and fully utilizing information technology, a more scientific, systematic, and effective tourism English teaching model can be constructed to lay a solid foundation for cultivating international-minded and competitive tourism talents with foreign language proficiency.

In the future, tourism English teaching reform will continue to develop towards personalized learning and lifelong learning. Personalized learning emphasizes customized teaching based on students' different needs and characteristics; lifelong learning emphasizes students' continuous learning and enhancement of their abilities throughout their careers. To adapt to these development trends, we need to further explore the deep integration of information technology with tourism English teaching, such as utilizing big data and AI technology for personalized teaching and assessment; additionally, we need to strengthen cooperation and exchanges with the tourism industry to understand the latest dynamics and trends in the industry and provide more practical contents and methods for teaching.

To further promote the development and innovation of tourism English teaching reform, we propose the following suggestions: Firstly, further explore the deep integration of information technology with tourism English teaching, such as utilizing virtual reality and augmented reality technologies for immersive teaching; secondly, strengthen cooperation and exchanges with the tourism industry to understand the latest demands and trends in the industry and provide more practical contents and methods for teaching; thirdly, conduct more empirical studies and case studies to verify the effectiveness and feasibility of teaching reforms; fourthly, strengthen teachers' professional development and training activities to enhance their teaching abilities and literacy levels. Through these efforts, we can contribute to the sustainable development of the tourism industry and make greater contributions to cultivating more excellent tourism talents.

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